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ABSTRACT

As part of the Final Report of the National Study of American Indian Education, Part I of this document depicts the demographic, socioeconomic, educational, and social aspects of the San Carlos Apache Indian Reservation and community of Bylas. Part II places specific emphasis on recent history, economy, problems and new programs, and the educational environment of the community as related to the Luther School (private) and the Fort Thomas Public Schools (elementary and secondary). Two tables and a map are included. (IS)

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NATIONAL STUDY OF AMERICAN INDIAN EDUCATION

USOE
PROJECT OEC-0-8-080147-2805

FINAL REPORT

Community Background Reports

Series I

No. 18

San Carlos Apache Indian Reservation and Bylas, Arizona

Fort Thomas Public Schools

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January, 1970

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NATIONAL STUDY OF AMERICAN INDIAN EDUCATION

The attached paper is one of a number which make up the Final Report of the National Study of American Indian Education.

This Study was conducted in 1968-69-70 with the aid of a grant from the United States Office of Education, OEC-0-8-080147-2805.

The Final Report consists of five Series of Papers:

I. Community Backgrounds of Education in the Communities Which Have Been Studied.

II. The Education of Indians in Urban Centers.

III. Assorted Papers on Indian Education--mainly technical papers of a research nature.

IV. The Education of American Indians--Substantive Papers.

V. A Survey of the Education of American Indians

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Part I.

SAN CARLOS APACHE INDIAN RESERVATION

AND BYLAS, ARIZONA

Location and Climate

The San Carlos Apache Indian Reservation in which Bylas, Arizona is located, was established by the Executive Order of December 4, 1872. It comprises 1.6 million acres of Eastern region of Arizona, south of the Colorado Plateau (Map 1). Characterized by great ecological diversity, it is a region of rugged mountains and twisting canyons, of well-watered valleys and arid deserts. Elevations vary from 2,290 feet to approximately 8,200. Temperatures fluctuate from near zero in the winter to well above 100 degrees during the summer months. Precipitation ranges from about ten inches at the lower elevations with the higher elevations doubling or tripling the amount of the lower areas. Vegetation consists of heavy stands of conifer, cottonwood and oak in the higher areas, and tamarisk, creosote, mesquite and a large number of cactus species in the lower areas.

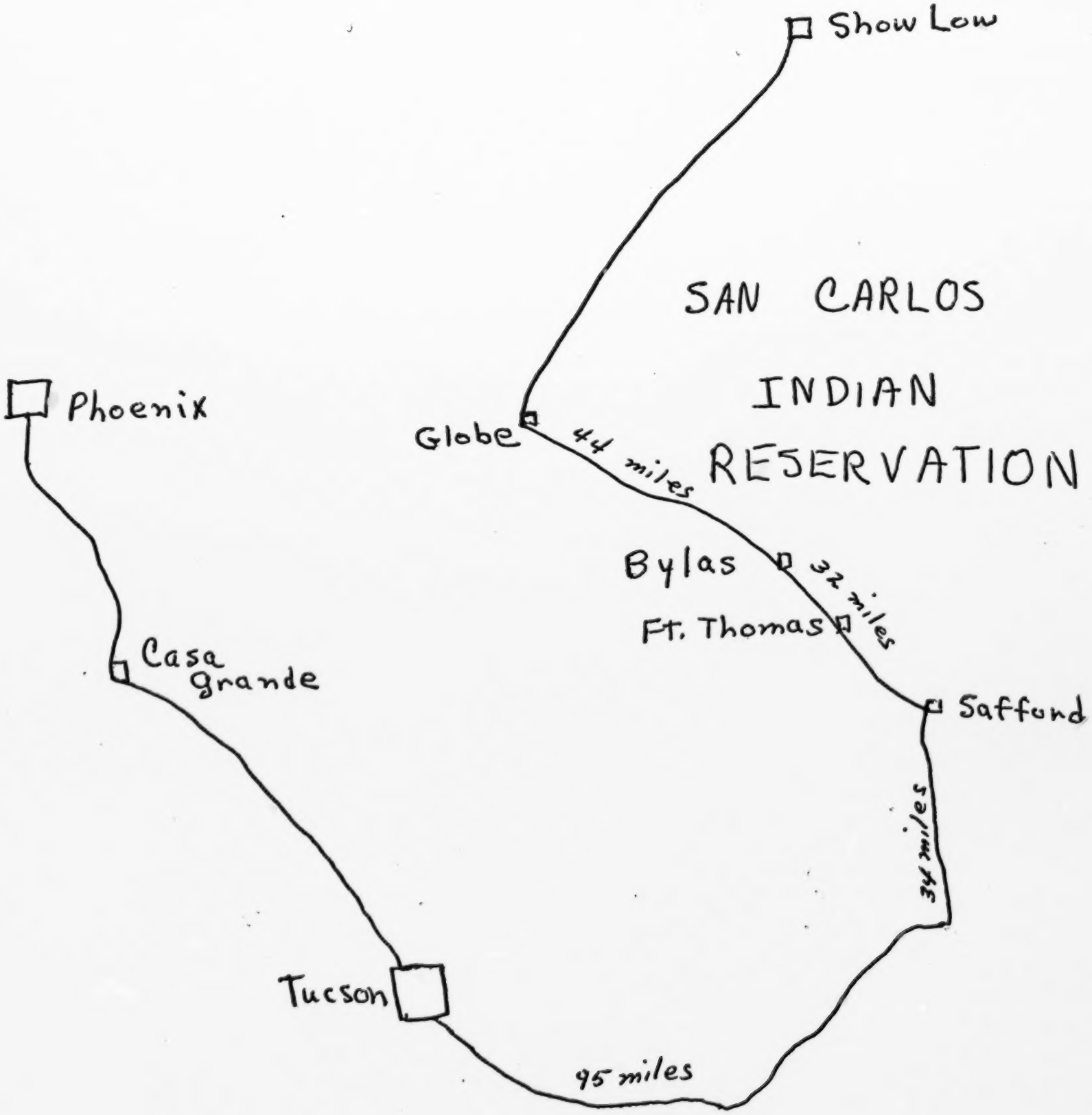
Historical Background

Previous to the establishment of the San Carlos Reservation, the Apaches engaged in the annual cycle of hunting and wild food gathering, punctuated by raids on other Indian tribes and Mexican communities. It is true that the ancestors of the Apaches did some small-scale farming.

It was not until 1886 that the Apaches became adjusted to the reservation life. It must be understood that the Apaches were literally driven to the various reservations, which they disliked, and in the choice of which their wishes, desires, or comfort had in no way been consulted. Confinement to this new "home" did not evolve from any treaty, it was just an understanding between the Indians and the government agents that all Indians who became peaceful and remained within the assigned area would be helped to make a living.

Population

Approximately 5,000 persons live on the reservation, the great majority of whom are of full Indian ancestry. They represent a variety of Indian groups. They differ in language and dialect spoken, place of origin, and degree of adaptation to Anglo-American culture. The two quite noticeable ethnic divisions among the Indians have been (1) between the Yavapai and the Apaches generally, and (2) between the White Mountain and other Apaches. Bylas is one of the settlements--the other being San Carlos--and is divided into two communities, one of White Mountain people, the other of San Carlos and Southern Tonto. Social practice and religion are quite similar among these groups.


Show Low
SAN CARLOS
INDIAN
RESERVATION
Phoenix
Globe
44 miles
Bylas
32 miles
Ft. Thomas
Casa
Grande
Safford
34 miles
Tucson
95 miles

MAP I

Bylas

Although the Fort Thomas Public Schools (Secondary and Elementary) studied by the National Study of American Indian Education serve an area of about 15 miles stretched along Highway 70, for our purpose, only the community of Bylas will be described at length. The community of Bylas is located on the southern point of the reservation in eastcentral Arizona (Map 1). It is a relatively small settlement of nearly 1,500 inhabitants whose dwellings are scattered on the southern side of the Gila River, a river that originates to the east near the New Mexico boundary and empties into the Colorado River at Yuma, Arizona.

Two reference points ordinarily used in pinpointing the community of Bylas are the two sizeable, off-reservation towns, Globe and Safford, located on the western and eastern ends of the reservation, respectively. The distance between these two towns is 76 miles; Bylas is located 32 miles west of Safford and 44 miles east of Globe.

Settlement in Bylas does not follow the "grid pattern" of many American towns, although house plots do adjoin one another and houses are fairly close together. Most houses are strung along roads while others are located along irrigation ditches. In short, population tends to remain in or near villages on the reservation much as it did in the early days of bands or camps.

On the whole, housing conditions are inadequate, a condition true for the entire reservation. (Of a total of 910 houses supposedly 50 are adequate and 860 classified as substandard or deficient. Present and past programs through the Mutual Self-Help Project have just begun to deal with this particular problem.)

Six different churches exist in Bylas. Driving west on Highway 70 through Bylas one notices that these churches are strategically located. Upon entering the eastern end of the community--a community that stretches for about three and a half miles--the first church building that one notices after having gone approximately one and a half miles into the community, is that of the Latter Day Saints (Mormon). Since the population tends to concentrate on the western half of the community, currently there is not a single established church on the eastern half.

The next three churches--Assembly of God, Roman Catholic, and Evangelical Lutheran--are situated in a row, spaced from 500 to 700 yards apart, along the southern side of a graded road running parallel to, and north of, Highway 70. These three churches are situated in such a pattern in order that each could cater to the bulk of the population residing in this area. Of all the churches in Bylas, it is believed the Lutheran Church has been the most influential, drawing most of its membership from the eastern section where there are no churches.

Approximately a quarter of a mile farther down from this cluster of churches, stands the Second Miracle Church, a relatively new sect introduced

by an Apache who recently returned from the state of California. An identical church with only the name and membership differing is the First Miracle Church, located some half a mile farther west from the Second Miracle Church, at the extreme end of the community.

There is a central cluster of tribally-operated business establishments containing one gasoline station and a grocery and hardware store. Also located in this area are the gymnasium and the newly constructed, multi-purpose Community Center. The substation (renovated BIA school building) of the tribal police department, Office of Economic Opportunity (OEO) Project Head Start, and the Public Health Service (PHS) Clinic (now abandoned) are located in a common area approximately one mile west of this center.

The only non-Indians found in Bylas at this writing are the personnel of the Lutheran-operated church and school, and the Mormon church; these people do not live in the community as such for they reside in an area "fenced off" from the community.

From observation there is little evidence that non-Indians are segregated from Indians in Bylas in regard to housing, and no evidence of segregation in off-reservation restaurants and education. The non-Indians that reside in the compounds mentioned above do so either on their own accord or because of the school's policy that they make use of housing provided for them.

Reservation Economy

The economic conditions on the San Carlos Reservation create problems. Historically, the reservation depended on agriculture (principally cattle industry) for its economic health, and agricultural activities are still important sources of livelihood for some Apaches. In 1958 there were approximately 700 individual cattle owners, most of whom possessed no more than just a few head of cattle. The limitations of available range and the success of the cattle enterprise have caused a downward trend in this particular industry in recent years. The reservation has a small timber mill, presently leased to a non-Indian, located approximately six miles east of the town of Globe, but it has not been able to counteract the problems created by the shrinking number of jobs on the reservation. Present statistics show that about thirty Apache Indians are employed at this timber mill; the balance of employees are drawn from Globe. A branch of the State Employment Office, located at San Carlos, reports that there is high Apache employee turnover rate, therefore, the figure provided to show the number of Apaches employed cannot be considered very reliable.

Unemployment on the reservation is high, occurring at a rate four to five times higher than in the rest of Graham, Gila, and Pinal Counties combined. In a report from the Arizona Commission of Indian Affairs (dated 1960), out of a total reservation population of 5,000, the following number of people were employed by the agencies and private employers listed:

Tribal Council or Tribal Enterprises----------	50 - 75
Bureau of Indian Affairs----------	30 - 40
Other State and Federal Government Agencies---	2
Traders and other Private Employers----------	7
Private Employers Off-Reservation----------	50 - 60

One obvious consequence of these economic conditions is widespread poverty. The 1964 census data indicate the median family income of San Carlos Apaches was approximately $1,500 a year, half of the $3,000 per year now commonly cited as the minimum needed by the typical family in the United States. In short, a large portion of Apaches on the reservation live in conditions of severe poverty and have little prospect of change as long as nothing is done about it.

Social Organization

Social structure is built primarily on the family cluster, composed of several house units. Matrilocal residence is the most common condition, though patrilocal residence is not infrequent. The average family cluster usually consists of an older couple with one or two married daughters and not infrequently a married son. Strongly developed matrilineal clans are present. The closest bonds and obligations are with the maternal relatives. The maternal grandparent, for instance, is considered the actual grandparent or as someone who helps an individual in need. This is quite typical, as in life the maternal grandparents are very important to children, instructing them, caring for them when the mother is busy, and playing with them. Though paternal grandparents may live close to children, be fond of them and show them considerable attention along the same lines, they never occupy an equal place in Apache thought.

Wealth is one of the principal criteria of success and social position. Ordinarily, it is not inherited but is built up by work and achievement, and only lasts as long as the individual is physically and mentally capable of maintaining it.

The people considered "rich," therefore, are those that have unlimited credit allowance in the two tribal stores or elsewhere, usually against cattle gross income. However, credit is not limited only to a cattle owner's income for credit against one's paycheck is also possible. Credit allowance against such negotiable instruments can also serve as a determinant in discerning the success and social status of an individual or family. As far as charge against cattle income is concerned, after each sale a cattle owner is allotted a certain amount of credit per month, based on his net income from the sale of his cattle. Any individual's account with the stores has to be cleared before he can be issued a check for the sale of his cattle, and before he is given a new credit allotment.

The homes of the "rich" are such that they are adequate to house the entire family--which sometimes number more than eight--comfortably and are generally constructed of materials other than lumber. The type of homes or the materials utilized in constructing them cannot be used as the criteria in determining the social status, however. A recent low-cost, Self-Help Housing Project has made it possible for the low-income bracket to procure modern type homes.

According to the community standards, people who are steadily employed may be considered prosperous too.

The "poor," on the other hand, usually have limited or no credit allotted to them in the stores. Such unfortunate people generally have to rely on the Graham County Public Welfare Department for assistance. Although the welfare recipients would perhaps like to supplement their monthly stipend with part time employment, they are discouraged from doing so due to a policy that states that any money realized through such work must be deducted from the amount that they receive. Therefore, many reportedly indulge in unethical practices in dealing with the Welfare Department in order to "make ends meet."

Regardless of the social status, the front yards to most homes are well-tended. Virtually every home has some sort of greenery present, whether in the form of grass, shrubberies or trees.

Government

The internal affairs of the reservation are managed, insofar as such management does not conflict with the laws of the United States, by a governing body known as the San Carlos Council. This governing body consists of a chairman, vice-chairman and nine members who are chosen as follows:

Chairman, by popular vote of the Tribe;
Vice-Chairman, by popular vote of the Tribe;
Three members, by popular vote of the Bylas District;
Two members, by popular vote of the Gilson District;
Two members, by popular vote of the Peridot District;
Two members, by popular vote of the Seven Mile District.

To round out the membership, the Council can choose, either from within its own membership or from the outside, a secretary, a treasurer, and such other officers as it may deem necessary.

Tribal elections are held every two years with the exception of the chairman and vice-chairman who are elected to four-year terms.

Leadership and power depend to a great extent on strength of character, wisdom, family backing, wealth, and generosity, as well as expressed authority bestowed upon individual members of the Council upon their election. Since the school informs the Council as to its programs and intentions, there presently exists a very good relationship between them.

Clothing

The style and type of clothing worn by people vary with the age and sex. Female persons of today's parental generation (age 25 - 50 years) and grandparental generation (age 50 - 75 years) are often seen in the traditional attire commonly referred to as "camp dress" or "squaw dress." These dresses serve purposes quite the opposite of that of the modern day mini-skirts. In other words, in keeping with their modesty and womanliness, persons of the above age groups generally wear clothing that assure them complete body coverage with the exception of the arms and the head. Girls of the younger generation, on the other hand, conform to the modern trend. They purchase commercially manufactured clothing, mini-skirt or otherwise.

Most of the male population, regardless of age, wear western attire.

Transportation

Most Apaches have their own mode of transportation; the vehicles are usually purchased either in Safford or Globe, but the recent trend has been to purchase automobiles in Phoenix or Tucson. This trend came into being after the purchasers spread the word to the effect that the vehicles purchased in a larger town or city often cost less. Due to the nature of the local roads, i.e., graded but not paved, pick-up trucks are popular.

Apaches with no transportation often have to pay those with vehicles to take them around or hitch hike. Some, however, compensate this lack of modern transportation by going on horseback.

There presently is a commercial bus line serving the reservation twice daily. The schedule maintained by the bus lines does not make it feasible to make short range, spontaneous trips, however. Therefore, the bus service is utilized only when people are going on a long trip, for instance, Phoenix, Arizona or Los Angeles, California.

Recreation

During the school hours most of the children of Bylas play together on the school playground at Fort Thomas, which is equipped with modern playground facilities. When school is out for the day, the students are bused away within moments. These students usually find little to do once they reach home. Some do such chores as cutting or packing in firewood, taking care of younger sibs, or cleaning the house. Most young people will watch television, eat dinner, and return to the television set until bedtime.

Currently there are two schools functioning in the community of Bylas: An elementary school, which is maintained by the Evangelical Lutheran Church, and Project Head Start, which is under the auspices of the Office of Economic Opportunity (OEO). These two schools have playground facilities available but are restricted to enrolled students and can be utilized only during school hours.

Since there are no facilities available after the school closes, the younger children have no choice but to play near their homes, often with their neighbors or friends.

For the teenagers evening dances are held in the community gymnasium about twice a month and are well-attended. Basketball games sponsored by local "town teams" draw students and adults from throughout the reservation. Tournaments often attract teams from as far away as Los Angeles, California.

Problems and Trends

Due to the people's reluctance to leave the reservation, although opportunities for steady employment are almost nil, there is very little migration of Apaches in general. When migration does take place, however, it is usually for seasonal work in the surrounding farming areas or tribal cattle round-ups.

Many young people want desperately to leave the reservation. Some make it, but the success rate is very low. Many lack the money or the skills to settle in a new area. They run into constant discrimination in trying to find a job or a friend. Used to rural life, they have trouble adjusting to the urban areas where most jobs are found.

It seems that most newcomers in a big city could at least start with a base of fellow kinsmen who have already adapted to the new life. But in most cities, an Indian is alone. As a result, even those with a good education often flee back to the reservation.

Projects that have been completed within the last five years or are proposed are as follows:

1. Tourism and recreational development: A current project is the Cienega Park-Seneca Basin outdoor recreation facilities. Twenty-eight percent of this 7,730-acre area lies outside the reservation in Tonto National Forest.

   Another outdoor recreation development underway is at Coolidge Dam Lake. Plans are to establish a trailer park, several camp grounds, a marina, a restaurant overlooking the lake, and miscellaneous facilities.

2. A lumber mill has already been established adjacent to the western boundary of the reservation.

3. Mutual-Self-Help Housing Project has enabled about 25 families to have new structures. An additional project for homes for at least 20 additional families is currently in the planning stage.

4. The construction of sanitary sewage installations has made it possible for most homes to obtain indoor bathroom facilities.

5. An improved water system was put into use, thus allowing good water access to all residents.

6. A cluster of buildings vacated by the Job Corps has been turned over to the tribe. At this writing the tribe was advertising the availability of this center as a possible industrial site. The 95.6 acre site is landscaped, paved and has built-in recreational facilities.

7. A community multi-purpose building is in the process of construction. It probably will provide an arts and crafts workshop, space for social gatherings, space for child-care center, etc.

8. Sky Resort--Hunting Lodge project is proposed for the higher mountainous areas. To facilitate access to these areas, the paving of a major road leading into these higher-elevation areas is now in progress.

9. A community gymnasium in Bylas has been in use now for several years. Although space for playing courts for volleyball and badminton has been assured, the gymnasium has been used primarily as a center for basketball games.

10. Joint effort with the City of Globe has established an Industrial Development Corporation and plans for an industrial park are in negotiating process.

Part II.

FORT THOMAS PUBLIC SCHOOLS

FORT THOMAS, ARIZONA

Introduction

Fort Thomas Public Schools (Elementary and Secondary) are located in the town of Fort Thomas, a settlement with a total population of about 500. They are located directly on Highway 70, a major highway which crosses the San Carlos Apache Indian Reservation in the east-west direction (Map 1). The school sites are about 6 miles from the eastern boundary of the reservation. Except for a small number of retail business establishments along Highway 70, most of the buildings in the immediate area of the school sites are residential. And no manufacturing plants exist in the immediate area.

The Fort Thomas Public School system's history had its beginning in the year 1917 when a five-room building was constructed in order to meet the educational needs of both Indian and non-Indian children residing in School District No. 7. Established during that year, with an initial enrollment of 40 students, the school system now handles a combined elementary-secondary school enrollment of 438 students. It is staffed by 47 employees, including 23 teachers, maintenance personnel, cooks, dining room aides, teacher aides and clerks.

The student body is predominantly Apache, with 106 non-Indians comprising the rest of the enrollment. Presently there are two Navajo students attending. Almost all Indian enrollees are of full Indian ancestry.

From its inception, the school system enrolled students on an elementary level. A high school curriculum was instituted in 1921 along with the elementary program. The present high school complex was built in 1925.

General School Setting

The physical structure of the plants involves 2 administrative offices (one in each complex), one home economics classroom, shop-industrial arts facilities, dining hall, auditorium, storage and maintenance buildings, a bus garage, shower facilities, gymnasium, and the Superintendent's dwelling. The high school's library, 2 classrooms, and science and music rooms are of red brick structure and are relatively new, having been built in 1968. The elementary and the high school are located quite apart; the former nestled on a hill some 500 yards southwest from the latter. The high school plant, with the noted exception of the recent additions, is of tufa stone construction, blending nicely with the landscape of a grass covered campus dotted with appropriately spaced flower beds, shrubberies and various trees. Possibly due to the gravelly soil characterizing the immediate area of the elementary school, the landscape there is relatively barren. As a result of this poor soil condition, the only greenery present is a small patch of grass in front of the main entrance to the main building.

Library.--There is a library in each of the two complexes and each is located in the materials center. The one in the high school is located in a recent addition, while the one in the elementary school is located in a building which served as the original school. Both libraries contain Indian culture material as well as special materials developed both locally and commercially for bilingual speaking students. Some of the special materials were made possible through funds derived from the Western States Small Schools Project, which is supported by the Ford Foundation.

Classrooms.--All classrooms have ample space with overhead lights for effective lighting. In addition, they are equipped with central heating and refrigerated air conditioning. All student facilities, i.e., desks, tables and the like, are relatively new and are in keeping with modern educational needs of instruction. Ample storage facilities are provided for audio-visual aids, texts, and other materials. Some of the audio-visual aids include: 16 mm projector, filmstrip projector, opaque projector, portable language master set, tape recorders, filmstrip viewers, "show and tell" material, record players, records, filmstrips, tapes, overhead projectors and screens. These are in constant use and are readily checked out to instructors as needed and desired.

Dining Facilities.--The dining hall, a brick structure part of the newer complex constructed in 1963 on the elementary campus, serves hot lunches to both elementary and high school students. But many students walk to a nearby grocery store and either supplement their hot lunch or lunch completely.

The interior of the dining hall has a stage to one side and has ceilings that are relatively high. This structure can be utilized for purposes other than just to prepare and serve meals in; for instance, carrying out such school functions as children's programs and meetings. Refrigerated air conditioning and central heating system are used in this building. The dining hall is well maintained and has ample modern equipment for present needs of 438 students.

Since the dining hall is located on the elementary campus, some 500 yards away from the high school, students from the latter school must either walk or find other means of transportation in order to get to and from the hall.

Dormitories.--There are no boarding schools on the San Carlos Reservation or in the school district today, but there are OEO-operated and parochial schools on the reservation.

Gymnasium.--The gymnasium is built into the high school complex. It has been kept in good condition by proper maintenance practices and meets the needs demanded by the present high school activities. It provides a seating capacity of 450 persons. The stage situated to one side is relatively large and seats on the main floor are of folding chair type. Wooden bleachers line both of the longitudinal walls. When not in use by the school, the gymnasium is available to the general public for carrying out community functions.

Teacher Rooms.--There is a teacher room located in each of the two schools. Both rooms have comfortable furniture and storage space. They have ample space and have been used for group meetings.

Playground Areas.--The elementary school has play areas such as outside courts, swings, teeter-totters, tetherball poles, and monkey bars. All except one of seven basketball courts are of cement construction. Children have access to these facilities anytime of the day as long as there is no conflict with classes.

A regular football field is located on the north side of the high school. Space is also available adjacent to this field for baseball but the school has been unable to sponsor such a sport allegedly due to lack of student interest.

Housing for Teachers.--No housing is provided for teachers at the time of this writing and, as far as can be determined, no development is contemplated in this area. There is no scheduled need for the services of teachers beyond that expected in the classrooms and extra curricular activities. Nonetheless, some teachers, especially locals, have built their homes in proximity to the schools. Others live in Pima (12 miles), Thatcher (20 miles), and Safford (23 miles) and travel to and from Fort Thomas daily. Indian personnel are residents of Bylas and they, just like the non-Indians, provide for their own transportation.

Student Transportation

Students are transported to and from school daily. Presently there are 8 buses serving the school district. The transportation expense is provided for by funds set up in the annual budget for operating the school. A traunt officer also plays a role in transporting students who are unable to catch any of the early morning bus runs for one reason or another.

Staff

Indian employees constitute 15 percent of the combined elementary-high school personnel or 7 out of a total of 47 employees. Of this total number of employees, 49 percent are in the 41-50/51-60 year age brackets (as designated below) and 30 percent are in the 31-40 year range. Only 9 percent are under 25 years of age (Table 1). Also 6.4 percent are in the 61-65 age range with no representation beyond that age grouping. Combining both Indian and non-Indian groups, male employees outnumber female employees by 2 percent (Table 2).

Table 1

Age Distribution of Employees

Age	15-20	21-25	26-30	31-40	41-50	51-60	61-65	Total
Indian	1	1	0	5	0	0	0	7
Non-Indian	0	2	3	9	11	12	3	40
Total	1	3	3	14	11	12	3	47

Table 2

Sex Distribution of Employees

Classification	Male	Female	Total
Indian	4	3	7
Non-Indian	20	20	40
Total	24	23	47

Administration and Finance

State aid is provided the school system for all Indian children attending, in the same amount it is provided for all other children. Public Law 874 was amended in 1958 to include Indian children who reside on the reservation. At the present time the Fort Thomas Public Schools receive their finances from three primary sources, (1) state aid; (2) Public Law 874 funds from the United States Department of Health, Education, and Welfare; and (3) from Johnson-O'Malley funds through the Department of Interior, Bureau of Indian Affairs. The Johnson-O'Malley funds are supplemental to the other two funds.

Curriculum

Close cooperation exists between the public school system and the Arizona State Department of Education in methods of instruction and course content in keeping with the objectives and educational requirements of the state of Arizona.

Curriculum materials utilized are those adopted by the state of Arizona for public schools. These are supplemented by locally and commercially developed materials to meet the special needs of the students.

Currently the elementary is non-graded; to facilitate identification or grouping, the "grades" are designated levels. For example, instead of Grade 1, Grade 2, and so forth, they are: Primary Level 1, Primary Level 2, and so forth, or Intermediate Level 1, Intermediate Level 2, and so on. The level to which each child is assigned is determined primarily by his age and achievement. This system makes it possible for each child to progress at his own pace, for the student is provided an opportunity to move from one level to another as long as his school performance warrants such promotion. To discourage such self-determined educational progress from becoming too phlegmatic, the school also maintains a program referred to as "individualized study." In essence, this program assures the student teacher assistance with his school work on an individual basis.

At the high school level, every student is required to complete at least 18 credits at the end of his senior year in order to graduate. Ten of these credits must be acquired by taking certain required courses; the remainder may be obtained by taking at least eight electives. Every student is required to take four years of English, two of social studies, two of math and two of science. Electives including physical education, homemaking, industrial arts, business education, agriculture, and the like, are available.

School Board

A five-member school board operates in conjunction with the school system. Three members of this governing body are Apache while the other two are Anglo. Each member is elected for a five-year term with the election being held annually for one individual member at a time. In other words, when a new member assumes his seat there are always four from the succeeding year in office to help him become established.

Extracurricular Activities and Athletics

The athletic program is very important to the high school and the communities of Fort Thomas and Bylas. Since the school is a member of the AIA, the Fort Thomas High School Apaches compete with other high schools in volleyball, football, and basketball. Both communities turn out in large numbers for all home games and many people travel considerable miles to lend support to the team.

School dances are held in the evenings whenever the sponsor or sponsors can work them into the school calendar, and there are assorted school carnivals, banquets, and school-and community-sponsored activities.

Problems and Trends

Several educational innovations have been introduced. Among these are the following:

Operation Head Start.--Operation Head Start programs have been offered at the elementary school in the summers of 1966, 1967, 1968, and 1969.

"Milk and Vitamin" Program.--Funds obtained through Public Law 89-10 make it possible for elementary students to augment their meals with milk and vitamin pills which are served either prior to or after the scheduled lunch program. The added essentials are important to the Indian children for most, if not all, do not receive the proper diet in their homes.

Upward Bound.--An Upward Bound program is available to Fort Thomas High School students. From December, 1967 onward, 13 students from Bylas have participated in the program at Arizona State University, Tempe.

Adult Education.--An Adult Education Program is available for those interested in broadening their background through such standard courses as math and English. The only drawback that may be attributed to this program--assuming it has not been altered--is that the participant cannot obtain a G.E.D. (General Education Diploma).

Attendance Policy.--The attendance policy was modified so that it is now legal for the school board, upon the recommendation of the Superintendent, to suspend a student who has accumulated five unexcused absences. This policy has had a deterrent effect on some students and merely a "halo" effect on others. Three students who probably were from the latter group were suspended during the academic year of 1968-69.

One of the issues developing around the Fort Thomas Schools is related to growing Indian concern about how funds for Indian education are used in an integrated public school system.